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ABSTRACT

A study was conducted at William Rainey Harper College (WRHC) to determine why students stopped attending classes during fall 1979 without officially withdrawing. From a group of students who were reported to be not attending classes at midterm, 400 students were selected for the survey. The questionnaire solicited information about why students stopped attending and why they didn't officially withdraw, student interaction with faculty and counselors, student major, reenrollment plans, employment during enrollment, involvement in student activities, and time spent informally on campus. Selected findings, based on a 71.5% response rate, indicate that approximately 1,500 students are declared to be in nonattendance at midterm each semester. The major explanations why students stopped attending classes centered around job pressures, personal reasons, irrelevancy of course objectives, ineffective instructors, heavy course load, and inconvenient class times. When asked why they had not withdrawn officially, 34.3% said they actually did withdraw from the course and 21% indicated that they weren't aware of the procedure or did not think it necessary to withdraw. Of the respondents, 82% had not talked with a counselor and 71% had never spoken with their instructor outside of class. The study report details methodology and findings, comparing the survey responses of students who withdrew with those of students who stopped attending. Data on student characteristics, the questionnaire, and student comments are included. (AYC)

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SURVEY OF STUDENTS WHO STOPPED ATTENDING A COURSE FALL 1979

Volume 11, Number 5

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JC 810 596

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP AND DETERMINE WHY STUDENTS JUST STOPPED ATTENDING CLASSES WITHOUT OFFICIALLY WITHDRAWING DURING THE FALL OF 1979. A RANDOM SAMPLE OF 400 STUDENTS WAS SELECTED FROM A POPULATION OF STUDENTS CERTIFIED BY THE FACULTY TO BE IN NONATTENDANCE AT MIDTERM. A SURVEY INSTRUMENT DESIGNED BY THE OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH WAS MAILED TO THIS TARGET POPULATION. AFTER A SECOND MAILING AND A TELEPHONE FOLLOW-UP , A RESPONSE RATE OF 71.5 PERCENT WAS ATTAINED WHICH ASSURED REPRESENTATION OF ALL NONATTENDERS.

RESULTS OF THE STUDY SHOWED THAT EACH SEMESTER AT MIDTERM ABOUT 1500 STUDENTS ARE DECLARED BY FACULTY TO BE IN NONATTENDANCE OF THEIR CLASSES AT HARPER. THIS IS ABOUT TWO-THIRDS OF THE NUMBER OF STUDENTS WHO HAVE OFFICIALLY WITHDRAWN BY THIS TIME. ALL OF THESE STUDENT CREDIT HOURS ARE SUBTRACTED FROM THE CLAIM FOR STATE AID. BY THE END OF THE SEMESTER, 48 PERCENT OF THE NONATTENDERS RECEIVED A NONATTENDANCE GRADE; 37 PERCENT WITHDREW; 9 PERCENT FAILED; 4 PERCENT RECEIVED A PASSING GRADE IN THE COURSE (AND CAN BE ADDED BACK TO THE STATE CLAIM); AND 2 PERCENT RECEIVED AN AUDIT GRADE.

STUDENTS STOP ATTENDING MAINLY BECAUSE OF JOB PRESSURES, PERSONAL REASONS, IRRELEVANT COURSE OBJECTIVES, INEFFECTIVE INSTRUCTORS, HEAVY COURSE LOADS AND INCONVENIENT CLASS TIMES. ALMOST HALF THE REASONS GIVEN ARE BEYOND HARPER'S CONTROL. STUDENTS STOP ATTENDING RATHER THAN OFFICIALLY WITHDRAWING CHIEFLY BECAUSE THEY ARE NOT AWARE OF THE PROCEDURES OR THE NECESSITY TO WITHDRAW, BECAUSE EVENTS HAPPEN TOO FAST, AND BECAUSE THEY SIMPLY FORGET.

NONATTENDERS DIFFER FROM STUDENTS WHO WITHDRAW IN THAT THEY GIVE DIFFERENT REASONS FOR THEIR ACTIONS AND ARE LESS LIKELY TO HAVE SEEN A COUNSELOR. NONATTENDERS DIFFER FROM THE GENERAL STUDENT POPULATION IN THAT THEY ARE MORE LIKELY TO BE YOUNGER MALE FULL-TIME STUDENTS, ARE LESS LIKELY TO HAVE MAJOR FIELD, ARE LESS LIKELY TO RETURN TO HARPER AND HAVE PERFORMED AT A LOWER ACADEMIC LEVEL IN THE OTHER COURSES THEY HAVE TAKEN AT HARPER.

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Purpose

The purpose of this study was to follow up and determine why students just stopped attending classes without officially withdrawing during the fall of 1979. Since the number of nonattenders in a semester amounts to two-thirds of the number who withdraw, this is a substantial number of students (1500 students per semester). Moreover, since neither those who withdraw nor those who stopped attending can be claimed for state aid, this poses a serious problem for Harper. Therefore, it is important to understand more about this group of students who stop attending class. This study was requested by the President of Harper.

Population Surveyed

Each semester, faculty members indicate students who at midterm are officially enrolled in the course but are not attending. These students must be dropped from the state claim for funding. From this group of students who were reported to be not attending at midterm in the fall of 1979, 400 sample students were selected for the survey. After an original mailing of a survey instrument and appropriate follow-up, the following response rate was obtained:

	N	PCT
Responses received by mail	116	29.0
Responses received over the telephone	170	42.5
Total responses	286	71.5
Addresses - non-forwardable	25	6.3
Students who refused to answer	7	1.7
Students who could not be reached by phone (after repeated calls)	82	20.5
Total non-responses	114	28.5
Total	400	100

A 71.5 percent response is adequate to insure that the respondents are representative of the whole population of nonattenders.

Method

The survey instrument shown in the appendix was developed by the Office of Planning and Institutional Research. The instrument inquires why the student stopped attending without offically withdrawing and inquires about other activities the student engaged in while at Harper. The survey form was mailed to all 400 members of the target population. After three weeks those not responding were mailed a second survey form. If students still did not respond after another three weeks, survey information was gathered over the telephone.

The data from the survey was analyzed and compared to other surveys of withdrawn students, current students and alumni.

Discussion of Results

In examining the reasons why students just stop attending class (at least at midterm), the major explanations center around job pressures, personal reasons, irrelevancy of

course objectives, ineffective instructors, heavy course loads, and inconvenient times of the classes. Almost half the reasons given are totally beyond Harper's control while only 14 percent are reasons mostly within Harper's control. When comparing reasons for nonattendance with reasons given for official withdrawal (taken from other surveys) there are some relative differences. For example, job pressures, heavy course load and ineffective instructors are reasons more often given by nonattenders at midterm, while inconvenient times of classes, irrelevancy of course objectives and inadequate preparation for course are more often given by students who officially withdraw by midterm.

When the nonattenders at midterm were asked why they hadn't officially withdrawn, they gave the following responses: Over 34 percent said they actually did withdraw later while 21 percent were not aware of the procedures or the necessity to withdraw. Another 13 percent said things happened too fast and more than 9 percent simply forgot. An examination was made of official student records to see what actually happened to these 400 students who were certified by faculty to be nonattenders at midterm. It seems 4 percent did receive a passing grade and Harper could have received state aid on these students. At this rate Harper could have collected another $10,000 - $12,000 per year in state aid. However, it would have taken considerably more clerical effort to identify all these students and it is a real question of whether the extra revenue would be worth the extra cost entailed. At midterm 48 percent or less than half of the 400 students in nonattendance received an N or nonattendance grade; 37 percent withdrew; 9 percent failed; 4 percent received a passing grade; and 2 percent received an audit grade.

These nonattenders at midterm were asked if they had ever talked to a counselor at Harper and 82 percent said no. Surveys of students who officially withdraw show that only 49 percent say they have never talked to a counselor. In addition, 71 percent of the nonattenders report they have never talked to their faculty member outside the classroom.

When asked about a major field 17 percent of the nonattenders say they are searching for a major field and 23 percent state they don't need a major field. In the general student population these percentages are 12 and 10 respectively.

On the survey instrument 17 percent of the students said they were returning in the spring and another 37 percent said they definitely plan to return to Harper in the near future. According to the actual student records, one-third of the 400 non-attending students actually did register at Harper in the spring of 1980. Longitudinal studies of the general student population at Harper indicate that 47 percent of the students who start in any fall semester return the following fall. The percent who continue in the intervening spring could be expected to be higher than the 47 percent. Thus it is evident that the nonattenders return at a much lower rate than the general student population.

Close to 21 percent of the midterm nonattenders of 1979 were taking that target course as their only course that semester. Of the other 79 percent taking other courses, one-fourth received passing grades. A review of all grades received in these other courses shows that one-third received either passing or failing grades, one-third received nonattendance grades and the last third withdrew. When the grades received by the general student population of the fall of 1978 were examined, it was found that 59 percent received passing grades, only 7 percent received nonattendance grades and 14 percent withdrew. In examining the prior academic records of the 227

midterm nonattenders who had enrolled at Harper prior to the fall of 1979 it was found their average GPA was only 1.79. Longitudinal studies indicate the general student population averages about 2.65. Therefore, it can be seen that the midterm nonattenders seem to achieve a much lower GPA and are more apt to withdraw or not attend other courses than the general student population.

Some demographic factors discriminated significantly between the nonattenders and the general student population. For example, nonattenders are younger (50 percent are under 21) than the general student population (only 37 percent are under 21). Very significantly, males comprise 57 percent of the nonattenders as opposed to 42 percent of the general student population. Moreover, full-time students account for 38 percent of the nonattenders and only 24 percent of the general student population. On the other hand, day or evening attendance did not discriminate between nonattenders and the general student population. Also, residence status of nonattenders was not too much different than that of the typical student at Harper. Slightly more nonattenders lived out-of-district (13.7 percent vs 10.25 percent) and there was a slightly higher proportion of nonattenders living in Schaumburg and Palatine Townships and fewer living in Wheeling and Elk Grove Townships.

Finally, the survey examined how students used their time during their nonattendance semester. About 61 percent of the nonattenders worked 30 or more hours per week as compared to 80 percent for the general student population. Nonattenders spend about the same amount of time on extracurricular activities as Harper alumni did, but the nonattenders spent less informal time on campus than did alumni.

Major Conclusions

Each semester at midterm about 1500 students are declared by faculty to be in non-attendance of their classes at Harper. This is about two-thirds of the number of students who have officially withdrawn by this time. All of these student credit hours are subtracted from the claim for state aid. By the end of the semester, 48 percent of the nonattenders received a nonattendance grade; 37 percent withdrew; 9 percent failed; 4 percent received a passing grade in the course (and can be added back to the state claim); and 2 percent received an audit grade.

Students stop attending mainly because of job pressures, personal reasons, irrelevant course objectives, ineffective instructors, heavy course loads and inconvenient class times. Almost half the reasons given are beyond Harper's control. Students stop attending rather than officially withdrawing chiefly because they are not aware of the procedures or the necessity to withdraw, because events happen too fast, and because they simply forget.

Nonattenders differ from students who withdraw in that they give different reasons for their actions and are less likely to have seen a counselor. Nonattenders differ from the general student population in that they are more likely to be younger male full-time students, are less likely to have major field, are less likely to return to Harper and have performed at a lower academic level in the other courses they have taken at Harper.

DETAILED RESULTS

SURVEY OF STUDENTS WHO STOPPED
ATTENDING A COURSE FALL 1979

Principal Reason Student Stopped Attending Course	1979 Students Who Stopped Attending		1979 Students Who Withdrew*	
	N	PCT	N	PCT
Job pressures or was offered new job	74.25	25.9	123.11	16.0
Personal, family or health related problems	42.04	14.7	105.19	13.7
Course objectives did not relate to student needs	30.37	10.6	144	18.8
Instructor was ineffective	24.70	8.6	34.32	4.5
Course load became too heavy	24.20	8.5	28.50	3.7
The times the course met proved to be too inconvenient	20.33	7.1	167.09	21.8
Was inadequately prepared for course	13.33	4.7	92.11	12.0
Student maintains he was attending course	9.00	3.1		
Moved out of area	8.25	2.9	31.09	4.1
Financial problems	6.25	2.2	14.61	1.9
Had transportation problems getting to Harper	5.75	2.0	10.61	1.4
Course demanded too much	5.20	1.8	.87	.1
Lack of books or equipment for course	4.00	1.4		
Student wasn't performing well in course	4.00	1.4		
Assigned wrong class by Harper mistake	2.00	.7	1	.1
Completely withdrew from Harper	2.00	.7		
Couldn't find out when and where course started	2.00	.7		
Changed major fields	2.00	.7		
Never started attending class	1.00	.4		
Student thought class was cancelled	1.00	.4	3	.4
Class size was too large	1.00	.3		
Hearing impaired student couldn't understand interpreter	1.00	.4		
Classroom was too hot and was different each time	1.00	.4		
No reason given	1.00	.3		
Parking security problems	.33	.1	.5	.1
Other	0	0	11	1.4
Total	286	100	767	100

* Study of Students Who Withdrew from Courses During the Fall of 1979

Reasons Beyond Harper's Control	1979 Students Who Stopped Attending N	PCT	1979 Students Who Withdrew* N	PCT
Job pressures or was offered new job	74.25	25.9	123.11	16.0
Personal, family or health related problems	42.04	14.7	105.19	13.7
Moved out of area	8.25	2.9	31.09	4.1
Financial problems	6.25	2.2	14.61	1.9
Changed major fields	2.00	.7		
Other	0	0	2	.3
Subtotal	132.79	46.4	276	36.0
Reasons Partially Within Harper's Control				
Course objectives did not relate to student needs	30.37	10.6	144.0	18.8
Course load became too heavy	24.20	8.5	28.50	3.7
The times the courses met proved to be too inconvenient	20.33	7.1	167.09	21.8
Was inadequately prepared for course	13.33	4.7	92.11	12.0
Had transportation problems getting to Harper	5.75	2.0	10.61	1.4
Course demanded too much	5.20	1.8	.87	.1
Student wasn't performing well in course	4.00	1.4		
Completely withdrew from Harper	2.00	.7		
Never started attending classes	1.00	.4		
Class size was too large	1.00	.3		
No reason given	1.00	.3		
Other	0	0	8.0	1.0
Subtotal	108.18	37.8	451.18	58.8
Reasons Mostly Within Harper's Control				
Instructor was ineffective	24.70	8.6	34.32	4.5
Student maintains he was attending course	9.00	3.1		
Lack of books or equipment for course	4.00	1.4		
Assigned wrong class by Harper mistake	2.00	.7	1	.1
Couldn't find out when and where course started	2.00	.7		
Student thought class was cancelled	1.00	.4	3	.4
Hearing impaired student couldn't understand interpreter	1.00	.4		
Classroom was too hot and changed each time	1.00	.4		
Parking security problems	.33	.1	.5	.1
Other	0	0	1	.1
Subtotal	45.03	15.8	39.82	5.2

* Study of Students Who Withdrew from Courses During the Fall of 1979

Principal Reason Student Did Not Officially Withdraw From Course	1979 Students Who Stopped Attending N	PCT
Did withdraw from course later	98	34.3
Wasn't aware of the procedure or necessity to do so	60	21.0
Things happened too fast - student didn't have time	36	12.6
Student forgot	27	9.4
Too much red tape involved	18	6.3
No motivation to spend the effort (too late for refund and would receive a nonattendance grade)	15	5.2
Student shouldn't have been labeled in nonattendance	9	3.1
Student doesn't know why	7	2.4
Student thought he or she might complete the course later	5	1.7
Student had too many negative feelings about course	4	1.4
It was too embarrassing to withdraw	3	1.1
There were personal complications	2	.7
Student thought calling in their intentions was enough	1	.4
Student thought course was cancelled	1	.4
Total	286	100

Frequency of Nonattending Students Seeing Counselors	N	PCT
Saw a counselor during the nonattendance semester	28	10.1
Saw a counselor only in past semesters	21	7.6
Never saw a counselor	228	82.3
Total	277	100

Frequency of Withdrawn Students* Seeing Counselors	Summer 1979		Fall 1979		Spring 80	
	N	PCT	N	PCT	N	PCT
Saw a counselor during semester withdrawn	57	18.6	245	33.0	69	25.6
Saw a counselor only previously	76	24.7	137	18.4	88	32.6
Never saw a counselor	174	56.7	361	48.6	113	41.8
Total	307	100	743	100	270	100

* Taken from other reports surveying students who withdrew

Frequency of Nonattending Students Seeing Faculty Outside the Classroom About Their Status in the Class	1979 Students Who Stopped Attending N	PCT
Never talked to faculty	198	71.0
Talked to faculty once or twice	55	19.7
Talked to faculty 3 - 10 times	19	6.8
Talked to faculty more than 10 times	7	2.5
Total	279	100

Degree to Which Nonattending Students Had a Major Field	1979 Students Who Stopped Attending N	PCT
Definitely had a major field	143	52.8
Had a tentative major field	18	6.6
Searching for a major field	47	17.3
Doesn't need a major field	63	23.3
Total	271	100

Degree to Which a Random Sample of Traditional Credit Students* Had a Major Field	1976 PCT	1977 PCT	1978 PCT	1979 PCT
Definitely had a major field	69.5	62.3	59.0	63.9
Had a tentative major field	5.4	13.6	15.8	14.3
Searching for a major field	6.2	11.5	5.8	12.3
Doesn't need a major field	18.9	12.6	19.4	9.5

* From Student Characteristics Study

Plans About Returning to Harper for Nonattending Students	1979 Students Who Stopped Attending N	PCT
Student already enrolled in the spring 1980 semester	48	17.3
Definitely plans to return to Harper	103	37.0
Unsure about returning to Harper	78	28.1
Have no plans to return to Harper	49	17.6
Total	278	100

Employment Status of Nonattending Students While They Were at Harper	1979 Students Who Stopped Attending N	PCT
Not employed	30	10.9
Employed 1 - 5 hours per week	2	.7
Employed 6 - 10 hours per week	5	1.8
Employed 11 - 15 hours per week	7	2.5
Employed 16 - 20 hours per week	28	10.2
Employed 21 - 25 hours per week	22	8.0
Employed 26 - 30 hours per week	13	4.7
Employed 31 - 39 hours per week	24	8.7
Employed 40 hours or more per week	145	52.5
Total	276	100

Employment Status of Other Groups of Students	Percent Employed More Than 30 Hours Per Week				
	1975	1976	1977	1978	1979
Random sample - Student Characteristics Study		66.5	76.2	80.0	76.5
Alumni - Vo-Tech Alumni Follow-Up	18.5	31.9		27.4	
Alumni - Transfer Alumni Follow-Up	20.4		19.9		

Time Spent in Organized Extra-curricular Activities	1979 Nonattending Students		1977 Transfer Alumni Students		1978 Vo-Tech Alumni Students	
	N	PCT	N	PCT	N	PCT
Did not participate	250	89.9	169	80.1	314	85.2
1 - 3 hours per week	12	4.3	22	10.4	40	10.8
4 - 7 hours per week	8	2.9	11	5.2	9	2.4
8 - 12 hours per week	3	1.1	3	1.4	2	.5
Over 12 hours per week	5	1.8	6	2.9	4	1.1
Total	278	100	211	100	369	100
Average hours participated	.62		1.06		.57	
Time Spent in Informal Activities On Campus						
Less than one hour per week	184	69.7	70	33.2	112	30.3
1 - 6 hours	68	25.7	111	52.6	203	55.0
7 - 12 hours	9	3.4	24	11.4	46	12.5
12 - 20 hours	2	.8	6	2.8	8	2.2
Over 20 hours	1	.4	0	0	0	0
Total	264	100	211	100	369	100
Average hours participated	1.79		3.54		3.61	

Student Data Taken From Student File of All Students in Target Population

Age	Students Who Stopped Attending Fall 1979		General Student Population Fall 1979	
	N	PCT	N	PCT
16	0	0	25	.2
17	2	.5	249	1.8
18	58	15.3	1935	13.9
19	80	21.1	1748	12.6
20	51	13.4	1213	8.7
21	48	12.6	764	5.5
22 - 25	69	18.1	2300	16.5
26 - 30	36	9.5	1837	13.2
31 - 35	15	3.9	1418	10.2
36 - 45	17	4.5	1562	11.2
46 - 55	3	.8	619	4.5
56 - 64	1	.3	170	1.2
65 and over	0	0	75	.5
Subtotal	380	100	13915	100
Unknown data	20	5.0	1248	8.2
Total	400		15163	
Median age	21.0		23.6	
Mean age	22.8		26.8	
PCT under 21	50.3%		37.2%	

Student Data Taken From Student File of All Students in Target Population (continued)

Sex	Students Who Stopped Attending Fall 1979 N	PCT	General Student Population Fall 1979 N	PCT
Male	229	57.2	7025	42.0
Female	171	42.8	9694	58.0
Total	400	100	16719	100
Course Load Status				
Full-time	153	38.3	4086	24.3
Part-time	247	61.7	12698	75.7
Total	400	100	16784	100
Time of Attendance			Fall 1979 General Student Sample	
Day only	194	48.9	166	51.6
Evening only	141	35.5	114	35.5
Both day and evening	62	15.6	41	12.9
Total	397	100	321	100
Unknown	3	.8		
Final Grade Received in Target Course				
A (superior)	4	1.0		
B (good)	4	1.0		
C (average)	5	1.2		
D (poor)	3	.8		
Subtotal passing course	16	4.0		
F (failure)	36	9.0		
N (non-attendance)	193	48.2		
W (withdrawal)	149	37.3		
H (audit)	6	1.5		
Total	400	100		

Final Grades	Course Grades Received By Nonattenders In Other Courses Fall 1979 N	PCT	Course Grades Received By General Student Population Fall 1978 N	PCT
A (superior)	38	4.4	6400	17.6
B (good)	52	6.0	7288	20.0
C (average)	87	10.1	5900	16.2
D (poor)	35	4.1	1822	5.0
P (passing)	0	0	215	.6
Subtotal passing	212	24.6	21625	59.4
F (failure)	84	9.7	1186	3.3
Subtotal grades for GPA	296	34.3	22811	62.7
Average GPA	1.75		2.70	
N (nonattendance)	299	34.7	2430	6.7
W (withdrawal)	261	30.3	4970	13.6
H (audit)	6	.7		
Other	0	0	6209	17.0
Total grades received	862	100	36420	100
Number not taking any other courses	85	21.3		

Student Data Taken From Student File of All Students in Target Population (continued)

GPA Attained in Semesters at Harper Prior to Target Semester	Students Who Stopped Attending Fall 1979 N	PCT
3.90 & above	12	5.3
3.70 - 3.89	1	.4
3.50 - 3.69	4	1.8
3.30 - 3.49	7	3.1
3.10 - 3.29	7	3.1
2.90 - 3.09	22	9.7
2.70 - 2.89	12	5.3
2.50 - 2.69	11	4.8
2.30 - 2.49	11	4.9
2.10 - 2.29	10	4.4
2.00 - 2.09	18	7.9
1.80 - 1.99	8	3.5
1.60 - 1.79	13	5.7
1.40 - 1.59	8	3.5
1.20 - 1.39	7	3.1
1.00 - 1.19	11	4.8
.80 - .99	5	2.2
.60 - .79	4	1.8
.40 - .59	5	2.2
.20 - .39	0	0
0 - .19	51	22.5
Total	227	100
Average GPA	1.79	

Average GPA of Longitudinal Study of Samples of Part-Time Students Beginning at Harper Since 1974	2.70
Average GPA of Longitudinal Study of Samples of Full-Time Students Beginning at Harper Since 1974	2.59

Student Data Taken From Student File of All Students in Target Population (continued)

Hours Completed at Harper Prior to Target Semester	Students Who Stopped Attending Fall 1979 N	PCT
No hours completed	223	55.7
1	1	.3
2	5	1.3
3	26	6.5
4	4	1.0
5	6	1.5
6	15	3.7
7	5	1.3
8	3	.7
9	13	3.2
10	3	.8
11	1	.3
12	10	2.5
13	4	1.0
14	3	.7
15	8	2.0
16	7	1.7
17	1	.3
18	2	.5
19	3	.8
20	2	.5
21 - 22	6	1.5
23	1	.2
24	7	1.7
25	5	1.3
26 - 27	6	1.5
29	6	1.5
30	2	.5
33 - 35	3	.8
37	2	.5
38 - 40	3	.7
43	1	.3
44	3	.7
46 - 53	6	1.5
56 - 57	2	.5
60	2	.5
Total	400	100

Student Data Taken From Student File of All Students in Target Population (continued)

Registration Status The Next Semester (Spring 1980)	Students Who Stopped Attending Fall 1979 N	PCT
Was registered at Harper	132	33.0
Was not registered at Harper	268	67.0
Total	400	100

Residence Zip Code and Village				Comparison PCT	1978 Population N	PCT
In-District						
Arlington Hgts.	60004	44	11.0	18.8	86,200	19.5
Arlington Hgts.	60005	21	5.2			
Elk Grove Village	60007	19	4.8	5.5	36,100	8.1
Rolling Meadows	60008	20	5.0	5.8	19,700	4.4
Barrington area	60010	19	4.8	5.5	23,700	5.4
Mt. Prospect	60056	40	10.0	11.6	60,800	13.7
Palatine	60067	54	13.5	15.7	56,100	12.7
Prospect Hgts.	60070	9	2.3	2.6	12,500	2.8
Buffalo Grove and Wheeling	60090	26	6.5	7.5	39,500	8.9
Schaumburg and Hoffman Est.	60193	36	9.0			
Schaumburg and Hoffman Est.	60194	22	5.5	27.0	108,400	24.5
Schaumburg and Hoffman Est.	60195	35	8.7			
Subtotal - in-district		345	86.3	100	443,000	100
Out-of-District						
Deerfield	60015	1	.3			
Mundelein	60060	1	.2			
Lake Zurich	60047	1	.3			
Winnebago	61088	1	.2			
McHenry	60050	2	.5			
Algonquin	60102	1	.3			
Fox Lake	60020	1	.2			
Carpentersville	60110	1	.3			
Elgin	60120	1	.2			
South Elgin	60177	1	.3			
Bartlett, Streamwood and Hanover Park	60103	3	.7			
Roselle	60172	3	.8			
Bloomingdale	60108	1	.2			
Wheaton	60187	1	.3			
Des Plaines	60016	11	2.7			
Des Plaines	60018	11	2.7			
Park Ridge	60068	2	.5			
Glenview	60025	2	.5			
Niles	60648	2	.5			
Northbrook	60062	5	1.3			
Wilmette	60091	1	.2			
Chicago	60622	1	.3			
Chicago	60624	1	.2			
Subtotal - out-of-district		55	13.7			
Total		400	100			

In 1979 the percent of out-of-district traditional credit students was 10.25 percent

Specific Major Field of Those Who Stopped Attending Fall 1979

	Number of Responses
Didn't specify	6
Business	20
Data Processing	13
Liberal Arts	12
Business Administration	11
Accounting	9
Engineering	7
Real Estate	4
Secretarial	4
Art	3
Psychology	3
Electronics	3
Fire Science	3
Horticulture	3
Marketing	3
Child Development	2
Nursing	2
Material Management	2
Journalism	2
Finance	2
English	2
Criminal Justice	2
Science	2
Biology	2
Law	2
Mechanical Engineering	2
Legal Technology	1
Business Management	1
Network Communications	1
Architecture	1
Sociology	1
Music	1
Sales	1
Management	1
Teacher of the deaf	1
Machine Shop	1
Field Service Technician	1
Interior Design	1
Legal Secretary	1
Inventory Control	1
Special Education	1
Refrigeration - Air Conditioning	1
Physical Education	1

Tentative Major Field of Those Who Stopped Attending Fall 1979

	Number of Responses
Didn't specify	1
Business	2
Marketing	2
Child Development	1
Meat Cutting	1
Fashion Design	1
Fire Science	1
Electronics	1
Accounting	1
Deaf Education	1
Biology	1
Engineering	1
Writing	1
Dietetic Technician	1
Journalism	1
Data Processing	1

Comments

I was attending two courses at Harper College, DPR 101 and DPR 106. When I signed up for these courses, I was informed that the book for DPR 106 was on back order which would be fine for a week or two but two months went by and still no books. Because I could not follow the instructor without a book, I got so far behind I was forced to drop out. I hope that in the future Harper signs up as many students as it has books for a certain course. Thank you for letting me share my views.

I was really looking forward to my PED 158 tennis course last fall. I was very upset with Harper because building M was closed off the first day I was to have class. I was never notified. I did feel it was not my place to run around trying to find my class. I expected some sort of notification as to where my class was to meet but never received one. When I called to get my money back, I was told the person in charge was out of town. I called several times and received the same kind of runaround. I have better things to do with my time and finally gave up. This survey is supposed to help Harper's financial loss but what about the student's?

I just want you to know that I think Harper is a good school, but it's hard to go to school, especially college, if you don't know what you want to be doing for the rest of your life. I am very undecided and feeling pressured because of this. I have attended and dropped out of Harper many times, not because I didn't like the school, but because I don't have a direction to go in and therefore feel I'm wasting time. I want to go to school, I want to achieve in something, I just don't know what.

I stopped attending PSY 110 mostly because I thought it wasn't worth the time. If everyone in the class had been interested and took part in conversation, it would have been good. The instructor, Dennis Brokke, was good but the instructor alone can't make a class like that. It was supposed to be a group discussion type class. Half the people took the class just to get another credit hour. I think that even if I hadn't gotten my new job, I would have stopped going to this class.

Comments (continued)

I never made it to a session of PSY 111 because of illness and hospitalization. I was told I could not apply the money I paid for this course to the next scheduled PSY 111 course. I was very disappointed because I did pay my tuition in good faith and wanted to take this course but could not do so due to an unanticipated illness for which I felt punished so I do not plan to pay another $20 or $25 because I can't afford to pay twice for a course. I told the counselor this and wanted a credit so that I could apply it to the next PSY 111 course. She advised me that was impossible, I'm not sure why. I could submit proof of my hospitalization, but that wouldn't help.

I certainly appreciate the survey that was sent. I am glad to see that there is some concern regarding this matter. However, enclosed you will find a copy of the drop slip I submitted this past semester. I was told at the time it was submitted that it was in correct order and the Admissions Office would handle it from there. Also please note that I checked more than one answer on the first question. All my answers are of equal importance and I thought they should be brought to your attention. My comment on the bookstore I believe is justified. We were to have two books for the course, one of which was a workbook. Half of the class did not have the workbook and when the instructor inquired about getting more, she was told it would be doubtful. How can you justify giving a course when half the required materials aren't available. Thank you so much for sending this questionnaire. I hope it has been of some help.

I only attended my class three times, every time after work. There wasn't enough time for homework and I felt I did not have the knowledge for a college class only three months after graduating from high school.

I was not unsatisfied with the DPR 101 course I had enrolled in; job pressures and long hours necessitated the dropout.

I felt the teacher I had was totally unhelpful. I knew that I was not suited for the class and asked him for help. He didn't volunteer any helpful suggestions at all! I was very dissatisfied with his approach.

Instructor did not have a class structure.

I was involved in a car accident which limited my attendance. I attended only mandatory sessions. I completed the course.

The reason for dropping the course was that a very disorganized teacher taught the class. He lacked knowledge, organization, teaching ability and over all had no interest in what he was teaching. I was very disappointed and other students felt the same way.

I've registered at Harper twice. I like the programs but find parking very difficult which eventually leads to an early departure.

SEC 125 is Century-21 Shorthand. Previously, I had taken Gregg Shorthand in high school. My skills were not good enough for SEC 098 (Review Gregg Shorthand) so I was going to start with Elementary (SEC 125) Shorthand. Since it was a different version, I had trouble with it. In the catalog, if they would have specified that this was Century-21 Shorthand I never would have signed up for it in the first place and would have saved myself $72.00.

APPENDIX

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

March 5, 1980

Dear

According to our records you stopped attending the course during the fall semester of 1979. Some of our students at Harper do this each semester and we as an institution are very concerned for two reasons:

1. We wonder if students are getting the educational services they desire and how Harper can minimize this student loss in the future.

2. Harper does not get state reimbursement for students who stop attending and we would like to minimize this financial loss in the future.

Accordingly, we are sending you this survey in order that we can better understand the reasons students stop attending classes. Your answers will help us plan what we as an institution might do differently in the future to improve this situation. It is very important that we get your response and we ask that you complete this form and return it to us in the stamped return envelope provided.

We greatly appreciate your cooperation.

Sincerely,

John A. Lucas

John A. Lucas
Director of Planning
& Institutional Research

Survey of Students Who Stopped
Attending a Course
Fall 1979

1. What was the principal reason you stopped attending the course listed in the cover letter in the fall of 1979? Check (✓) the one most appropriate reason.

____A. The times the course met proved to be too inconvenient
____B. The course objectives did not relate to my needs
____C. Job pressures or was offered a new job
____D. Personal, family or health related problems
____E. Was inadequately prepared for course
____F. Instructor was ineffective
____G. Moved out of area
____H. Course load became too heavy
____I. Financial problems
____J. Had transportation problems getting to Harper
____K. Accepted by another college
____L. Location of course proved to be too inconvenient
____M. Entered military
____N. Was able to test out of course
____O. Course demanded too much
____P. Parking problems, i.e., security
____Q. Other (Specify)_____

2. What was the principal reason you did not officially withdraw from the course? Check (✓) the one most appropriate reason.

____A. Too much red tape
____B. Things happened too fast - I didn't have time
____C. I forgot
____D. It is too embarrassing to withdraw from a course
____E. I wasn't aware of the procedure and/or necessity to do so.
____F. Other (Specify)_____

3. Did you ever see a counselor for other than academic advising at the time of registration? Check (✓) one

____A. Yes, this semester
____B. I saw a counselor in past semesters
____C. Never saw a counselor

4. Have you ever talked with faculty outside classroom regarding your status in this class? Check (✓) one

____A. No, never
____B. Once or twice
____C. 3 to 10 times
____D. More than 10 times

5. Do you have a specific academic major field? Check (✓) one

____A. Yes, I have a definite major field (Specify)_____
____B. I have a tentative major field (Specify)_____
____C. I am searching for a major field
____D. I don't need a major field

6. What are your plans about returning to Harper? Check (✓) one

____A. I am enrolled at Harper spring 1980
____B. I definitely plan to return to Harper
____C. I am unsure about returning to Harper
____D. I do not plan to return to Harper

7. Were you employed while you attended classes in the fall of 1979 at Harper? Check (✓) one

____A. I did not work
____B. 1 to 5 hours per week
____C. 6 to 10 hours
____D. 11-15 hours per week
____E. 16-20 hours per week
____F. 21-25 hours per week
____G. 26-30 hours per week
____H. 31-39 hours per week
____I. 40 hours or more per week

8. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, etc? Check (✓) one alternative.

____A. I did not participate
____B. 1 to 3 hours per week
____C. 4 to 7 hours per week
____D. 8 to 12 hours per week
____E. Over 12 hours per week

9. How many hours per week did you spend informally - such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc? Check (✓) one alternative.

____A. Less than one hour
____B. 1 to 6 hours
____C. 7 to 12 hours
____D. 12 to 20 hours
____E. Over 20 hours

Thank you for your cooperation